El Salvador - Improving Quality of General Education

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Overview

Identification

COUNTRY
El Salvador

EVALUATION TITLE
Improving Quality of General Education

TRANSLATED TITLE
Informe de Diseño de la Evaluación de Impacto del Modelo SI-EITP

EVALUATION TYPE
Independent Impact Evaluation

ID NUMBER
DDI-MCC-SLV2-EDU-HCEQ-v1

Overview

ABSTRACT
Mathematica Policy Research (MPR) was contracted by MCC to conduct an impact evaluation of the Integrated Systems of Full-Time Inclusive Schools model (SI-EITP for its initials in Spanish). The impact evaluation will provide rigorous estimates of the effects of the SI-EITP intervention on education outcomes of students in third cycle and secondary schools. The study will determine whether students attending a school within an integrated system are better off than they would have been without the intervention. Specifically, the study will evaluate the impact of the SI-EITP on graduation, promotion, dropout rates, and academic performance of the students. The study also aims to measure the impact of the intervention on the length of the school day and on the quality of education measured as time-on-task. Finally, the study will assess long term impacts of the intervention on post-secondary education enrollment, employment, and income.

EVALUATION METHODOLOGY
Randomization

UNITS OF ANALYSIS
Individuals and schools

TOPICS

Topic	Vocabulary	URI
Education	MCC Sector	

Coverage

GEOGRAPHIC COVERAGE
MCC is funding the implementation of the SI-EITP intervention in the Coastal Region of El Salvador.

Producers and Sponsors

PRIMARY INVESTIGATOR(S)

Name	Affiliation
Mathematica Policy Research (MPR)	

FUNDING

Name	Abbreviation	Role

Name	Abbreviation	Role
Millennium Challenge Corporation	MCC	

Metadata Production

METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
Millennium Challenge Corporation	MCC		Review of Metadata

DATE OF METADATA PRODUCTION
2017-01-26

DDI DOCUMENT ID
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MCC Compact and Program

COMPACT OR THRESHOLD
El Salvador Compact II

PROGRAM
The MCC has contracted with Mathematica Policy Research to conduct an evaluation of the Human Capital Project. Mathematica will conduct an impact evaluation of the Integrated Systems of Full-Time Inclusive Schools model (SI-EITP for its initials in Spanish) under the Education Quality Activity of the Human Capital Project. The SI-EITP model organizes neighboring schools of all grade levels into integrated school systems (or cluster of schools) in which representatives from the schools in the integrated system work together to develop joint action plans, optimize and share resources, share expertise, and foster family and community involvement.

MCC SECTOR
Education (Edu)

PROGRAM LOGIC
Activities • Conduct induction training on the SI-EITP model for school staff, and community members • Establish a management structure for the system consistent with the SI-EITP model (School council) • Each Integrated system will have a 'pedagogical-technical team' • Each Integrated System will have a technical pedagogy assistant and school management assistant • Provide management training to principals and relevant staff • Establish alliances with local entities • Build or remodel school infrastructure in the designated "centro educativo integral" • Develop the pedagogical plan in coordination with all schools in the system • Promote active methodologies and improve teacher content knowledge • Focus on competencies and implementing appropriate evaluation approaches to track student learning • Reorganize schedule/ curriculum/teachers to offer extended time at school for grades 7-9 • Provide teacher training in English language instruction and use of information and communication technology (TICS). Also training in active methodologies tailored to each system • Reassignment of teachers to teach areas that are linked to their training Ouputs • Principals, teachers, complete induction training • Management structure for the system is established (School council with principal and teachers) • The pedagogical-technical team is established and each system has a pedagogy assistant and school management assistant. • The designated "centro educativo integral" has functioning infrastructure • All systems have a secondary school • All systems develop and implement a pedagogical proposal • Schools with grades 7-9 provide extended time in school • Teachers trained (in English language instruction and use of information and communication technology TICs); teachers use active methodologies • Teachers use appropriate evaluation methods and monitor student learning • The mismatch between teachers training and the subject they teach decrease Short term outcomes • Alliances with the community provide resources to schools • Joint decision making across schools on issues related to implementing the pedagogical proposal • Increased parental and community involvement • Schools share resources • Increased time spent on academic activities • Increased time in school for students • Teachers apply new teaching skills and content knowledge (TBD) • Improve instructional practices (TBD) • Teachers will teach the area or subject they were trained Medium term outcomes • Less grade repetition • Fewer dropouts • More grade progression • Better student academic achievement • More access (enrollment) to grades 7?9 and secondary grades 10?12 • Greater attendance Long term outcomes • Smaller access gap in grades 7?12 • Improved competencies that can lead to higher productivity, employment, and income

PROGRAM PARTICIPANTS
Participants are principals, teachers, and students enrolled in schools that were randomly assigned to implement the SI-EITP model.

Sampling

No content available

Questionnaires

No content available

Data Collection

Data Collection Dates

Start	End	Cycle

Data Processing

No content available

Data Appraisal

No content available